

STANFORD TEACHER EDUCATION PROGRAM

SECONDARY TEACHING SEMINAR

Education 246B: 3 units
Pre-Fall, 2016

Seminar Meetings: Wednesdays, CERAS 300

3:15 – 5:15, Whole class meeting

5:30 – 6:30, Meetings with University Supervisors and STEP colleagues in small groups

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Course Description

The STEP Teaching Seminar sits at the nexus of the clinical and coursework components of our teacher preparation program. Pragmatically, the Seminar serves as the official Stanford course for three elements of the STEP Secondary curriculum: (1) The student teaching experience, (2) The supervisory program, and (3) The ‘Seminar’ sessions.

The Seminar Sessions

In the “pre-fall” course, we will explore several big questions, each of which is connected with the themes you will be addressing in your *Equity & Schooling* course this quarter and your *Adolescent Development* course next quarter: *What is the context of my work? Who are my students? How can I best support my students? How can I use the context of my work to support my students, and, indirectly, their families and the communities where they live?*

Through the pre-fall Seminar, you will have opportunities to:

- Work towards being successful in your teaching assignment in a local high school or middle school;
- Get to know the students in your classroom as well as the context of your school and its community;
- Learn more about topics in adolescent health and development;
- Make deliberate connections between your practical experiences in your clinical placement and your university coursework.

Requirements & Assessment

You are expected to complete the following requirements for the pre-fall Seminar:

Student Teaching and Supervisory:

- Continuous teaching and consistent professional conduct according to the contract and integration plan, including lesson planning, support of individual students, and assessment. Over the course of the year, we look closely at the quarterly assessments from the Cooperating Teacher(s) and the University Supervisor to ensure that these documents demonstrate your increasing understanding of the California Standards for the Teaching Profession (CSTPs) and your growing ability to reflect upon your performance in light of those standards (see Standard 6).
- Writing reflective responses to formal observations by Supervisors (due 48 hours – at the latest, after the observation takes place).
- Completing all paperwork related to the student teaching placement in a timely manner. This includes documents such as contracts, induction agreements, and assessments from Cooperating Teacher(s), and your University Supervisor.

Seminar Attendance and Participation:

Attend each session fully. If you must be late or absent, please inform the instructors prior to class and arrange for a colleague to take notes and pick up any hand-outs.

Complete all assignments carefully, thoughtfully, and on-time. Late work may be subject to a lower grade. Feedback will be provided by instructors and Supervisors. If your performance does not meet the expected standard, you will be asked to revise and resubmit. Make sure you get all the assistance you need from your peers, your supervisors and instructors. The course will be graded A, B, I (incomplete), or NC (no credit).

The Context of Our Work – Due September 14

Part 1: School and Classroom Context

Part 2: Community Context and Community Assets

Part 3: Synthesis and Reflection

Honor Code

All Stanford students are expected to follow the *Stanford Honor Code* and *Fundamental Standard*, as noted in the STEP Handbook and Stanford Student Guide. <http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm>

Students with Disabilities

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; web site <http://studentaffairs.stanford.edu>

SESSION	FOCUS	READINGS & ASSSIGNMENTS DUE
Class 1 8/10	Building Professional Relationships	
Class 2 8/17	Who am I as a Teacher?	Palmer, P. (2003). "The Heart of a Teacher: Identity and Integrity in Teaching." <i>Jossey Bass Reader on Teaching</i> . Jossey Bass. p. 3-25.
Class 3 8/24	The Context of our Work	Cuban, L. (2001). How can I fix it? "A problem can be solved; a dilemma needs to be managed." Teachers College Press.
Class 4 8/31	Trauma Aware Classrooms	Craig, S. (2008). <i>Reaching and Teaching Children Who Hurt: Strategies for Your Classroom</i> . Paul H. Brookes Publishing Co. pp. 1-43. National Child Traumatic Stress Network Schools Committee. (October 2008). Child Trauma Toolkit for Educators. Retrieved from: http://www.nctsn.org/sites/default/files/assets/pdfs/Child_Trauma_Toolkit_Final.pdf
Class 5 9/7	Child abuse reporting: Legal and ethical responsibilities Substance Use and Abuse	Lareau, A. (2003). <i>Unequal Childhoods: Class, Race and Family Life</i> . University of California Press. pp. 221-232 Child Abuse: Educator's Responsibilities (2007). California Attorney General's Office Haugaard, J.J. (2001). <i>Problematic behaviors during adolescence</i> . McGraw Hill.

<p>Class 6 9/14</p>	<p>The Identities of our Students: their assets and the structures that support these students - Focus on Gender and Sexuality</p>	<p>Pascoe, C.J. (2007). Dude, You're a Fag. UC Press, p.84-114 Note: The above reading will be an assigned reading in Adolescent Development</p> <p>DUE: The Context of Our Work Part 1: School and Classroom Context Part 2: Community Context and Community Assets Part 3: Synthesis and Reflection</p>
<p>Class 7 9/21</p>	<p>Restorative Practices</p>	